

Question and Total Marks	Subject specific content question assesses	Degree of difficulty/ taxonomy* reference of question *Bloom's Taxonomy	Assessment tool/ rubric reference guiding teacher's decision about learner achievement	Outcome/s in the NCS question will assess	Assessment standards in the NCS question will assess	Critical Outcomes being assessed in question
PAPER 2 SECTION A <i>(Writing a descriptive/ narrative text expressing opinions, ideas and feelings)</i> 30 marks	Writing a descriptive/ narrative text expressing opinions, ideas and feelings. Express own opinion on the topic/ issues in the given text.	Level: 3 Comprehension 4 Application 5 Analysis 6 Synthesis 7 Evaluation (Learner will be able to perform across all these levels.)	Detailed rubric informing different levels of achievement for communication skills and language usage.	LO 3: Writing and presenting LO 4: Language	<i>Is learner able to ...</i> LO 3 AS 1 Demonstrate planning skills for writing for a specific purpose, audience and context. AS 2 Demonstrate the use of writing strategies and techniques for first drafts. AS 3 Reflect on own work and present. LO4 AS 1 Identify the meanings of words and use them correctly in a range of familiar texts. AS 2 Use structurally sound sentences in a meaningful and functional manner. AS 3 Develop critical language awareness.	CO: 1 / 2 / 3 / 5

Section B <i>(Writing a transactional text / formulating information)</i> 30 marks	Transactional writing for a specific audience and purpose (writing short messages in response to a given situation) Learner must demonstrate the ability to identify target audience and specific purpose of task; decide on apply the appropriate style and format to text required. Text 1: Giving directions, explaining (informal) Text 2: explaining, asking for advise, suggestions (formal) Text 3: informing, confirming requested information (formal)	Level: 4 Application 5 Analysis 6 Synthesis 7 Evaluation (Learner will be able to perform across all these levels.)	Set of criteria to be applied to each text when assessing.	<i>Is learner able to ...</i> LO3 AS 1 Demonstrate planning skills <i>for writing for</i> a specific purpose, audience and context. AS3 Reflect on own work and present. LO4 AS 1 Identify the meanings of words and use them correctly in a range of familiar texts. AS2 Use structurally sound sentences in a meaningful and functional manner. AS3 Develop critical language awareness.	LO2: <i>Is learner able to...</i> AS 1 Demonstrate various reading strategies for comprehension. AS 2 Explain the meaning of written texts. AS 3 Recognise how language may reflect and shape values and attitudes. LO 4: <i>Is learner able to ...</i> AS 2 Use structurally sound sentences in a meaningful and functional manner. AS 3 Develop critical language awareness	CO 1/2/3/4/5
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Section C <i>(Language in context)</i> 40 marks	Transactional writing for a specific audience and purpose Texts to be produced: Text 1 : Writing a text presenting information given in a different format (from a travel brochure to a dialogue). Text 2: Writing an informal letter from information presented in point form.	Level: 4 Application 5 Analysis 6 Synthesis 7 Evaluation (Learner will be able to perform across all these levels.) Detailed rubric informing different levels of achievement for different writing skills and language usage.	Detailed rubric informing different levels of achievement for different writing skills and language usage	LO3 Writing LO4 Language	LO3 AS 1 AS2 AS3 (description of AS as in section B above) LO4 AS 1 AS2 AS3 (description of AS as in Section C above)	CO: 1/2/3/4/5
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